

# 2018 Office of Safe and Healthy Students Title I, Part D Coordinators National Conference

## CONFERENCE PROGRAM

**Navigating Title I, Part D Administration: Charting Your Course**

**May 22-24, 2018**

**American Institutes for Research  
Washington, D.C.**



We would like to recognize the time and effort of the conference planning committee, which consists Title I, Part D (Part D) coordinators from seven states. We appreciate their dedication and input throughout the conference planning process.

<b>Tiffany Frierson</b> Virginia Part D Coordinator	<b>Mary Russman</b> New York Part D Co-Coordinator
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The information in this program is for the U.S. Department of Education's (ED's) 2018 Office of Safe and Healthy Students (OSHS), Part D Coordinators National Conference, hosted by the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC) at the American Institutes for Research (AIR) in Washington, D.C. Information and materials presented at this conference are provided as resources and examples for participants' convenience. Inclusion of this information does not constitute an endorsement by ED of any products or services offered or views expressed. The programs, practices, and interventions discussed or shown in the presentations are not intended to mandate, direct, or control a State's, local education agency's (LEA's), or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction. States and local programs are free to use any policies, practices, instructional content, achievement system and assessments, curriculum, or program of instruction that they wish, so long as they meet the statutory requirements of applicable legislation.

Dear Title I, Part D State Coordinators,

Welcome to the 2018 U.S. Department of Education (ED), Office of Safe and Healthy Students (OSHS), Title I, Part D Coordinators National Conference, *Navigating Title I, Part D Administration: Charting Your Course*. It is our pleasure to bring together State Part D coordinators, experts from the field, and staff from ED and NDTAC. It is our hope that you enjoy our time together, network with your peers, determine how ED and NDTAC can assist you after the conference, and leave invigorated to tackle the many tasks ahead!

We are thrilled to have a keynote and a plenary session that involve experts outside ED and NDTAC. Our keynote, during the first day of the conference, will focus on a new tool released recently by the Juvenile Law Center of Philadelphia and the American Bar Association (ABA). Kate Burdick, Nadia Mozaffar, and Kathleen McNaught will lead the session for their organizations, along with two young adults: Bruce Morgan and Marcus Jarvis. The session is titled "Blueprint for Change: Education Success for Youth in the Juvenile Justice System." The plenary on day two of the conference will be led by Macon Stewart from the Center for Juvenile Justice Reform at Georgetown University. The session will focus on the needs of youth who are considered "crossover" youth, who are discussed for the first time in Part D regulations found in the Every Student Succeeds Act (ESSA). Multiple panels will be led by Part D Federal Program Officers (FPOs) and fellow coordinators, ranging from the topics of achieving Part D outcomes, building subgrantees' capacity to administer Part D, subgrantee monitoring, and State plans. On the last day of the conference, ED legal staff will be present to answer questions that coordinators have submitted to ED and NDTAC referencing ESSA and Part D. Later that morning, we will meet in our ND Communities for a working session, during which you will discuss different types of facilities and facility eligibility and how State education agencies (SEAs) and subgrantees can assess local facilities' needs, effectively communicate about Part D to new facilities or facilities not currently funded by Part D, and help facilities apply for Part D funding.

ED and NDTAC are thrilled that you have joined us for the conference! ED staff, NDTAC staff, and your peers on the conference planning committee have worked hard to organize an agenda that should be informative, thought provoking, and useful to each of you in your roles. The conference is the highlight of our year because we get to meet newly appointed coordinators and others working with Part D programs, become reacquainted with seasoned coordinators, work more closely with our NDTAC expert panelists, and collaborate with our Federal partners.

We hope the conference exceeds your expectations and look forward to working with you when you return home.

Again, welcome and enjoy the conference.

U.S. Department of Education, Office of Safe and Healthy Students

National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth

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## Agenda

Tuesday, May 22	
7:30 a.m.–5:00 p.m.	Registration
8:30–8:45 a.m. <b>LOCATION:</b> 200 A/B/C	<b>Welcome and Opening Remarks</b> <ul style="list-style-type: none"> <li>• Earl Myers, Federal Coordinator, Neglected or Delinquent Education Program, and Part D FPO, OSHS, ED</li> <li>• David Osher, Principal Investigator, NDTAC</li> </ul>
8:45–9:45 a.m. <b>LOCATION:</b> 200 A/B/C	<b>Part D State Coordinator Panel I: Achieving Part D Outcomes</b> <ul style="list-style-type: none"> <li>• <i>Facilitator:</i> Earl Myers, OSHS, ED</li> <li>• <i>Panelists:</i> <ul style="list-style-type: none"> <li>○ Murray Meszaros, Part D Coordinator, Utah</li> <li>○ Amber Skaggs, Part D Coordinator, Kentucky</li> <li>○ Karen Steinhaus, Part D Coordinator, California</li> </ul> </li> </ul> <p>During this session, coordinators will share how their State programs are working to achieve and improve student outcomes. Panelists will discuss answers to the following questions:</p> <ul style="list-style-type: none"> <li>• What is working at the State level to achieve desired student outcomes? What are the biggest State-level challenges to doing so?</li> <li>• What is working at the local level to achieve desired student outcomes? What are the biggest local-level challenges to doing so?</li> </ul>
9:45–10:00 a.m.	Break
10:00–11:15 a.m. <b>LOCATION:</b> 200 A/B/C	<b>Part D State Coordinator Panel II: Building Subgrantees' Capacity</b> <ul style="list-style-type: none"> <li>• <i>Facilitator:</i> Hamed Negrón-Perez, FPO, OSHS, ED</li> <li>• <i>Panelists:</i> <ul style="list-style-type: none"> <li>○ Valerie Ashton-Thomas, Part D Coordinator, Maryland</li> <li>○ Dawn Carmody, Part D Coordinator, Michigan</li> <li>○ Suzanne Peck, Part D Coordinator, Idaho</li> </ul> </li> </ul> <p>During this session, coordinators will share efforts to build subgrantees' capacity to administer Part D. Panelists will discuss answers to the following questions:</p> <ul style="list-style-type: none"> <li>• What capacity-building activities do SEAs undertake to help State and LEA subgrantees optimize their use of Part D funds?</li> <li>• How can ED support these capacity-building activities?</li> </ul>
11:15 a.m.–12:15 p.m. <b>LOCATION:</b> 200 B/C, 4117, 4118, and 5101	<b>OSHS Federal Program Officers and Part D State Coordinators Meeting</b> <ul style="list-style-type: none"> <li>• <i>Facilitators:</i> Part D Team, OSHS</li> </ul> <p>In small groups, coordinators will meet with their FPO to discuss the following: (1) preferences for communication with FPOs; (2) how</p>

Tuesday, May 22			
	OSHS can facilitate communication among coordinators; and (3) what areas of technical assistance (TA) they would most need from OSHS. Everyone will convene as a large group for report-outs and discussion.		
	<b>FPO:</b> Earl Myers <b>States:</b> AL, AK, AZ, GA, IN, MS, TX, and WY <b>Room:</b> 200 B/C	<b>FPO:</b> Loretta McDaniel (facilitated by Earl Myers) <b>States:</b> AR, FL, IA, MT, NV, NM, NC, ND, and OK <b>Room:</b> 200 B/C	<b>FPO:</b> Sharon Burton <b>States:</b> CO, KS, NY, OH, SC, TN, VT, and WA <b>Room:</b> 200 D
	<b>FPO:</b> Phyllis Scattergood <b>States:</b> DE, ID, KY, LA, MA, ME, MN, NH, and PA <b>Room:</b> 4117	<b>FPO:</b> Hamed Negron-Perez <b>States:</b> CT, MI, MO, OR, RI, SD, VA, and WV <b>Room:</b> 4118	<b>FPO:</b> Nicole White <b>States:</b> CA, DC, HI, IL, MD, NE, NJ, UT, and WI <b>Room:</b> 5101
12:15–1:45 p.m.	Lunch on Your Own		
1:45–2:45 p.m. <b>LOCATION:</b> 200 A/B/C	<b>Part D State Coordinator Panel III: Subgrantee Monitoring: Effective Practices and Challenges</b> <ul style="list-style-type: none"> <li>• <i>Facilitator:</i> Phyllis Scattergood, FPO, OSHS, ED</li> <li>• <i>Panelists:</i> <ul style="list-style-type: none"> <li>○ Rachel Beech, Part D Coordinator, Kansas</li> <li>○ Patricia Frost, Part D Coordinator, Nebraska</li> <li>○ LaNetra Guess, Part D Coordinator, Texas</li> </ul> </li> </ul> <p>During this session, coordinators will discuss their most effective practices for monitoring subgrantees. Panelists will respond to the following questions:</p> <ul style="list-style-type: none"> <li>• What are your SEA’s most effective monitoring practices?</li> <li>• What are your SEA’s biggest monitoring challenges? How do you address them?</li> </ul>		
2:45–3:00 p.m.	Break		



Tuesday, May 22	
3:00–4:30 p.m. <b>LOCATION:</b> 200 A/B/C	<p><b>KEYNOTE PRESENTATION: Blueprint for Change: Education Success for Youth in the Juvenile Justice and Foster Care System</b></p> <ul style="list-style-type: none"> <li>• <i>Moderator:</i> Simon Gonsoulin, Project Director, NDTAC</li> <li>• <i>Presenters:</i> <ul style="list-style-type: none"> <li>○ Katherine Burdick, Staff Attorney, Juvenile Law Center</li> <li>○ Nadia Mozaffar, Staff Attorney, Juvenile Law Center</li> <li>○ Kathleen McNaught, Assistant Staff Director of Child Welfare, American Bar Association Center on Children and the Law</li> <li>○ Marcus Jarvis, Juveniles for Justice, Juvenile Law Center</li> <li>○ Bruce Morgan, Juveniles for Justice, Juvenile Law Center</li> </ul> </li> </ul> <p>In this session, representatives from the Juvenile Law Center and the American Bar Association will provide an overview of the <i>Blueprints for Change (Education Success for Youth in the Juvenile Justice System and Education Success for Children in Foster Care)</i>. These tools are designed to help various stakeholders—including youth, educators, juvenile justice and education system administrators, and State and local agencies—improve education for youth involved in the child-serving system. The session will feature goals and benchmarks that can be applied to states’ Part D programs, as well as examples of State and local levels of practice.</p>
4:30–5:00 p.m. <b>LOCATION:</b> 200 A/B/C	<p><b>Wrap-Up and Reflections: Day 1</b></p> <p>Sharon Burton, Federal Contracting Officer’s Representative (COR) and FPO, OSHS, ED, and Rob Mayo, State Liaison, NDTAC</p>

Wednesday, May 23	
8:00 a.m.–5:30 p.m.	Registration
8:30–9:45 a.m. <b>LOCATION:</b> 200 A/B/C	<p><b>Federal Monitoring for Part D</b></p> <ul style="list-style-type: none"> <li>• <i>Facilitator:</i> Hamed Negrón-Perez, FPO, OSHS, ED</li> </ul> <p>During this session, OSHS staff will share their thoughts about federal monitoring for Part D and elicit from coordinators how OSHS’s monitoring can be most helpful.</p>
9:45–11:00 a.m. <b>LOCATION:</b> 200 A/B/C	<p><b>Part D State Coordinator Panel IV: State Plans</b></p> <ul style="list-style-type: none"> <li>• <i>Facilitator:</i> Nicole White, FPO, OSHS, ED</li> <li>• <i>Panelists:</i> <ul style="list-style-type: none"> <li>○ Patricia Frost, Part D Coordinator, Nebraska</li> <li>○ Kyle Peaden, Part D Coordinator, Wisconsin</li> <li>○ Colin Usher, Part D Coordinator, Nevada</li> </ul> </li> </ul> <p>This facilitated discussion will share how SEAs will (1) implement the Part D goals and objectives from their State plans, including those related to transition; (2) use and evaluate their State plans to</p>

Wednesday, May 23	
	guide the administration of Part D programs; and (3) support subgrantees' and facilities' adoption and use of State plans.
11:00–11:15 a.m.	Break
11:15 a.m.–12:30 p.m. <b>LOCATION:</b> 200 A/B/C	<p><b>Part D State Coordinator Breakout Sessions: State Plans</b></p> <ul style="list-style-type: none"> <li><i>Facilitators:</i> David Blumenthal, Katie Deal, and Rob Mayo, State Liaisons, NDTAC</li> </ul> <p>Participants will meet in small groups to discuss implications of the last panel session for SEAs, subgrantees, and facilities. Groups will delve into action planning; goals and objectives related to effective transition; and data collection and use to support the evaluation of State plan implementation.</p>
12:30–1:45 p.m.	Lunch on Your Own
1:45–3:15 p.m. <b>LOCATION:</b> 200 A/B/C	<p><b>PLENARY: Understanding and Serving the Needs of Crossover Youth</b></p> <ul style="list-style-type: none"> <li><i>Presenter:</i> Macon Stewart, Senior Program Manager, Center for Juvenile Justice Reform, Georgetown University</li> </ul> <p>During this session, participants will explore needs and strategies related to improving the education of youth involved in the child welfare and juvenile justice systems. Speaker will define “crossover youth,” describe needs and challenges related to serving this population of students (e.g., providing effective transition services, collecting data, conducting program evaluation), share opportunities and strategies for collaboration, and share practical examples for coordinators.</p>
3:15–4:30 p.m. <b>LOCATION:</b> 200 A/B/C	<p><b>BREAKOUTS: Understanding and Serving the Needs of Crossover Youth</b></p> <ul style="list-style-type: none"> <li><i>Facilitators:</i> Macon Stewart, Georgetown University; and David Blumenthal, Rob Mayo, and Katie Deal, NDTAC</li> </ul> <p>Participants will meet in small groups to discuss implications of the plenary session for SEAs, subgrantees, and facilities. Groups will explore topics such as student tracking, after-exit data collection, and transition related to crossover youth.</p>
4:30–5:00 p.m. <b>LOCATION:</b> 200 A/B/C	<p><b>Wrap-Up and Reflections: Day 2</b></p> <p>Sharon Burton, OSHS, ED, and Katie Deal, NDTAC</p>

Thursday, May 24			
8:30–9:00 a.m. <b>LOCATION:</b> 200 A/B/C	<b>Remarks from OESE</b> <ul style="list-style-type: none"> <li>• <i>Moderator:</i> Earl Myers, OSHS, ED</li> <li>• Jason Botel, Principal Deputy Assistant Secretary, Delegated the Authority to Perform the Functions and Duties of the Assistant Secretary of Elementary and Secondary Education, Office of Elementary and Secondary Education (OESE), ED</li> </ul>		
9:00–10:00 a.m. <b>LOCATION:</b> 200 A/B/C	<b>Q&amp;A with ED</b> <ul style="list-style-type: none"> <li>• <i>Facilitator:</i> Sharon Burton, OSHS, ED</li> <li>• <i>Panelists:</i> <ul style="list-style-type: none"> <li>○ Amy Lustig, Attorney, Division of Elementary, Secondary, Adult, and Vocational Education, Office of the General Counsel, ED</li> <li>○ Josie Skinner, Attorney, Division of Elementary, Secondary, Adult, and Vocational Education, Office of the General Counsel, ED</li> </ul> </li> </ul> <p>This session will provide an opportunity for ED to answer questions that coordinators have raised regarding Part D and ESSA.</p>		
10:00–10:10 a.m.	Break		
10:10 a.m.–12:10 p.m.	<b>ND Community Working Meetings</b> <ul style="list-style-type: none"> <li>• <i>Facilitators:</i> David Blumenthal, Katie Deal, and Rob Mayo, NDTAC</li> </ul> <p>This session will provide coordinators an opportunity to review and discuss the following: (1) different types of facilities and facility eligibility to apply for Part D funding and (2) how SEAs and subgrantees can assess local facilities' needs, effectively communicate about Part D to new facilities or to facilities not currently funded by Part D, and help facilities apply for Part D funding. Coordinators also will discuss topics they would like to learn more about or need additional assistance with; their learning goals for the next 6–12 months; and what areas they will need to be successful in to meet their goals.</p>		
	<b>Gold Community</b> David Blumenthal (NDTAC) <b>LOCATION:</b> 200 A/B	<b>Salmon Community</b> Rob Mayo (NDTAC) <b>LOCATION:</b> 200 C	<b>Teal Community</b> Katie Deal (NDTAC) <b>LOCATION:</b> 4117/4118
12:10–12:30 p.m. <b>LOCATION:</b> 200 A/B/C	<b>Reflections, Closing and Adjournment</b> <ul style="list-style-type: none"> <li>• Earl Myers, OSHS, ED</li> <li>• Simon Gonsoulin, Project Director, NDTAC</li> </ul>		

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## Presenter, Facilitator, and Staff Bios

### Presenters

**Jason Botel** is the Principal Deputy Assistant Secretary, Delegated the Authority to Perform the Functions and Duties of the Assistant Secretary of Elementary and Secondary Education, Office of Elementary and Secondary Education (OESE) at ED. Jason first began his service at ED in the role of Senior White House Advisor for Education. Mr. Botel started his career teaching at Booker T. Washington Middle School in West Baltimore, Maryland, as a Teach For America corps member and went on to serve as founding principal and executive director of KIPP Baltimore. Most recently, he was the executive director of MarylandCAN. Mr. Botel holds a bachelor's and master's degree in English from the University of Pennsylvania and a master's degree in education administration and supervision from National-Louis University.

**Katherine Burdick** is a staff attorney at the Juvenile Law Center, where she works to advance education rights and improve conditions of confinement for youth in the justice and child welfare systems. Her areas of expertise include school stability for youth in care, the unique special education issues that arise for court-involved youth, decisionmaking regarding education, ensuring high-quality academics and career/technical training for youth in residential facilities, and credit transfer/education reentry issues. She helped draft the *Blueprint for Change: Education Success for Youth in the Juvenile Justice System*, an interactive online tool that includes 10 comprehensive goals and corresponding benchmarks to support young people in the juvenile justice system, with supporting examples from across the United States. Ms. Burdick graduated from the University of California, Berkeley School of Law, where she focused on child and family advocacy and conducted two internships at Legal Services for Children. Before law school, Ms. Burdick taught at the American School of Guatemala and volunteered at a local orphanage.

**Kathleen McNaught** has been with the ABA's Center on Children and the Law for 15 years and is the project director for the Legal Center for Foster Care and Education, a collaboration between the ABA, the Education Law Center, and the Juvenile Law Center. She provides training and TA across the country on a variety of legal child welfare issues, primarily focused on the educational needs of children in foster care. Prior to joining the Center, Ms. McNaught spent seven years practicing law in Maryland. She was a staff attorney for Maryland's Legal Aid Bureau in their Child Advocacy Unit. She also was in private practice, representing parents and children in child welfare cases, as well as in education, delinquency, and custody matters. She received her J.D. degree from The American University, Washington College of Law and her B.A. degree from Franklin and Marshall College.

**Bruce Morgan** is currently a young adult leader and peer mentor with Project Home in Philadelphia, and works directly with individuals experiencing homelessness, and leads events to assist individuals experiencing homelessness, and hosts events in the city of Philadelphia around the issue of homelessness. Bruce also works at Project Home's, HUB of Hope, which is a drop-in center for individuals experiencing homelessness or housing instability and is working to open his own non-profit. Bruce also recently completed an internship with the Philadelphia 76ers as a Marketing Associate for their Junior Sixers Program. He has also completed Power Corps PHL and worked in the program as an Assistant Crew Leader and Environmental Stewardess for their Workforce Development Program. Bruce has also held positions with Verti Community Partnerships and graduated from the Harris School of Business' Medical Assistant Program in 2015.

**Nadia Mozaffar** joined the Juvenile Law Center in February 2017 as a staff attorney. Her work focuses on advancing the educational rights and opportunities for children in the juvenile justice and child welfare systems, reducing transfers of youth to the adult criminal justice system, and economic justice issues. Before joining the Juvenile Law Center, Ms. Mozaffar was an attorney with the higher education practice group of Cooley LLP in Washington, D.C., where she advised clients in the higher education industry on a

wide variety of Federal, State, and accreditation agency regulatory matters and assisted with the development of Federal higher education policy. In addition to her legal work with education clients, Ms. Mozaffar maintains an active pro bono practice, representing indigent clients in immigration, asylum, and housing disputes.

**Earl Myers** is a lead grants management specialist at OSHS within the OESE at ED. In this capacity, he serves as the federal coordinator for the Part D Neglected and Delinquent Education Program. During his career at ED, Mr. Myers has focused primarily on programs and initiatives that support the creation of safe, disciplined, and healthy learning environments that support the learning, health, and well-being of children.

**Macon Stewart** is the deputy director for multisystem operations for the Center for Juvenile Justice Reform (CJJR) at Georgetown University. As one of the authors of the Crossover Youth Practice Model, she manages the implementation of the model in 100+ communities across the country. Ms. Stewart also oversees CJJR's portfolio of work as part of the Coordinated Center for Assistance to States, a partnership with AIR and the Council of Juvenile Correctional Administrators. She has written and coauthored scholarly publications on the intersection of child welfare and juvenile justice and currently serves on the Justice Consortium for the National Child Traumatic Stress Network and as part of the Networking Alliance for the North Carolina State University Center for Family and Community Engagement. Ms. Stewart was recently granted a two-year appointment to and serves as cochair of the Rowan County Board of Commissioners Juvenile Crime Prevention Council. She holds an M.S.W. degree from the University of Pittsburgh and a B.A. degree in criminal justice from the University of North Carolina at Charlotte.

## Facilitators

**Sharon Burton** is an education program specialist with OSHS within the OESE at ED. Currently, she serves as the COR for NDTAC and as an FPO for the Part D program. During her 14-year career at ED, she has focused primarily on programs that support healthy and safe learning environments for children and youth.

**Loretta McDaniel** is a program analyst with extensive experience and management skills currently working in OSHS within the OESE at ED. OSHS serves States and school communities by providing resources, direct support, and TA on topics that affect the well-being, health, and safety of our nation's young people. She has worked for several years as the lead of the Elementary and Secondary School Counseling program, the grant manager for the Safe and Healthy Students program, and as an FPO for the Part D program.

**Hamed Negrón-Perez** is an education program specialist in OSHS within the OESE at ED and serves as an FPO for Part D. As a member of the Center for School Preparedness, he is the competition manager for ED's School Emergency Response to Violence grant program, an FPO for the Grants to States for Emergency Management, and the COR for the National Student Attendance, Engagement, and Success Center. Mr. Negrón-Perez is a former secondary school principal and science teacher with more than 14 years of experience. He retired from the U.S. Navy Reserves as a Fleet Marine Force Warfare Specialist Hospital Corpsman after 25 years of service.

**Phyllis Scattergood** is an education program specialist for ED's OSHS within the OESE at ED. She is an FPO for Part D, provides technical support to SEAs, and oversees a portfolio of School Climate Transformation Grants to support improved performance and student outcomes. Ms. Scattergood is the lead for ED at the U.S. Department of Justice's National Forum Initiative to Prevent Youth Violence and represents OSHS on initiatives to prevent violence against women. She previously directed national training and TA contracts for ED and CDC's Division of Adolescent School Health and was a teacher for more than 18 years.

**Nicole White** has served in both the private and public sectors. In her government role, she has worked for the HHS and ED. Ms. White is currently a program specialist in OSHS within OESE at ED, where she is an FPO for Part D and the Project Prevent grant program. At ED, Ms. White previously functioned as chief of staff to the Assistant Secretary of the Office of Educational Research and Improvement.

## NDTAC Staff

### Leadership

**David Osher** is a vice president and Institute Fellow at AIR and principal investigator of NDTAC, the National Center on Safe Supportive Learning Environments (NCSSLE), and the National Resource Center on Mental Health Promotion and Youth Violence Prevention. His expertise includes social and emotional learning, school climate, conditions for learning, school discipline and safety, school and community mental health services and interventions, culturally responsive approaches, collaboration, implementation science, and the science of learning and development. He has led many studies and systematic reviews in these areas; chaired expert panels on early warning signs, school safety, implementation science, and prevention; serves on numerous expert panels and editorial boards; and authored or coauthored more than 250 books, monographs, chapters, articles, and reports and 160 peer-reviewed papers and invitational presentations. He received his B.A. degree, M.A. degree, and Ph.D. from Columbia University and has served as dean of two professional schools of human services and a liberal arts college.

**Simon Gonsoulin**, NDTAC's director and a principal researcher at AIR, has more than 35 years of experience in education, special education, juvenile justice, and administration. He codirects the Multi-System Trauma-Informed Collaborative, in partnership with Chapin Hall, and works to address the needs of children of incarcerated parents on the Interagency Working Group for Youth Programs. Mr. Gonsoulin served as the juvenile justice resource specialist for the Technical Assistance Partnership for Child and Family Mental Health, helping communities support the needs of justice-involved youth. As deputy secretary of the Office of Youth Development within the Governor's cabinet in Louisiana, he was lead administrator for the State's juvenile justice system, including secure care facilities, statewide probation and parole functions, contracted community-based programming, and a newly created stand-alone State agency of juvenile justice. Prior to that, Mr. Gonsoulin was the State director of education for the same office. He has worked in the central office of school districts, schools, and classrooms as a supervisor, principal, and teacher.

**Michelle Perry** is NDTAC's deputy director and a TA consultant at AIR. She has more than 15 years of experience with project management, TA, data collection, and integration of Web-based learning tools for K-12 and adult education. Ms. Perry serves as the colead of the National Reporting System for Adult Education Support Project's training team, developing and facilitating data-based trainings, activities, and tools, and as the Community Facilitation Task Lead and Coordinator for the National Science Foundation's online CS for All Teachers community for computer science educators. Previously, Ms. Perry served as the deputy project director and community manager for the Intel Teachers Engage online community of practice and provided TA, training, and research support to projects such as the National High School Center, the Safe Schools Healthy Students initiative, and the National Center for Mental Health Promotion and Youth Violence Prevention, as well as special education and early childhood education initiatives.

### TA Team

**Katie Deal** is NDTAC's TA team lead and the State liaison for the 18 states in the Teal Community. She oversees planning and delivery of direct TA, a community of practice for coordinators, and the annual Part D conference and provides TA to the Teal Community. As a senior TA consultant at AIR, she focuses on violence prevention, mental health promotion, and improving conditions for learning as part of NCSSLE.

Prior to joining AIR in 2014, Ms. Deal worked for the Suicide Prevention Resource Center, where she was deputy secretary of the National Action Alliance for Suicide Prevention; provided TA to State, Tribal, and local practitioners; and specialized in suicide prevention for youth in the juvenile justice and child welfare systems. She also has worked for The Carter Center (Mental Health Program), the CDC (National Center on Birth Defects and Developmental Disabilities), and the U.S. Peace Corps (Health Program), after beginning her career in early childhood special education. Ms. Deal received a master's degree in public health from Emory University and a B.A. degree in psychology and special education from Florida State University.

**David Blumenthal** is NDTAC's State liaison for the 16 States in the Gold Community. In this role, he provides TA to these states, organizes and facilitates community and topical calls, updates the ND Communities website, and performs other tasks in support of NDTAC's mission. Mr. Blumenthal also serves as a technical expert for AIR's College and Career Readiness and Success Center on issues of competency-based education and using data to identify and support students who are at risk of not graduating from high school. He also has extensive experience in evaluating and providing direct TA and professional development to schools, districts, and states in implementing early warning systems to identify students at risk of failing to meet educational milestones, such as on-time graduation and postsecondary readiness and persistence. Prior to joining AIR, Mr. Blumenthal served as a juvenile detention officer and then as a labor market analyst and program administrator for job training and employment services in a seven-county region of northwestern Indiana. He earned a B.A. degree from Duke University and an M.S. degree in public service management from DePaul University.

**Rob Mayo**, is NDTAC's State liaison for the 18 states in the Salmon Community and is colead of the Supportive School Discipline Community of Practice (SSDCoP). As a senior TA consultant at AIR, Dr. Mayo serves as the project director for the Cleveland Humanware/SEL and the Cleveland Discipline Policy and Data analysis projects. He also serves as a TA specialist for ED's three Promoting Student Resilience grantees through NCSSLE. In these roles, he provides virtual and direct TA to State and district agencies and their interagency and community partners that support high-quality prevention, intervention, and social support services to youth and families. Dr. Mayo also served as the project director of the National Clearinghouse on Supportive School Discipline. He earned a B.S. degree in journalism from Florida A & M University, an M.Ed. degree in guidance and counseling from Bowie State University, and a Ph.D. in educational leadership from the Lynch School of Education at Boston College.

**Sara Trevino** is a member of the NDTAC TA team and assists NDTAC across a diverse range of tasks, including providing support to NDTAC's state liaisons, overseeing logistics for the annual Part D conference, and planning and coordinating NDTAC's evaluation. Her other work at AIR includes supporting efforts to pilot a new career planning program for vulnerable youth and a knowledge translation center to increase research-based knowledge about employment opportunities for individuals with disabilities. Ms. Trevino's responsibilities at AIR have included project management, training design and facilitation, instrument design, job analysis, competency modeling, process management, and program evaluation. She holds an M.A. degree in industrial and organizational psychology from the University of Houston–Clear Lake.

### **Data Analysis Team**

**Jake Sokolsky** is the task leader of the NDTAC data team, which is responsible for all data-related assistance to State and local Part D coordinators, the compilation and analysis of State-submitted data, and various reports that highlight the aforementioned data. Mr. Sokolsky also is a researcher and data analyst at AIR for numerous projects in the education and justice fields.

**Joseph Kathan** is a member of the NDTAC data team and a research assistant at AIR. In this role, he provides data support and analysis of State-submitted data and various reports that highlight the



aforementioned data. Mr. Kathan also provides analysis, communication, dissemination, and meeting support for a project funded under the Individuals with Disabilities Education Act. Prior to joining AIR, he worked as a student case manager for the Check and Connect program in Minneapolis, Minnesota.

**Jenna Tweedie** is a member of the NDTAC data team and a research associate at AIR. In this role, she provides program support to the Center on Standards, Alignment, Instruction, and Learning and NDTAC. Her other roles at AIR include a task lead for the Runaway and Homeless Youth Homeless Management Information System, a HHS TA Center Help Desk that aids grantees in working through issues related to submitting data for youth experiencing homelessness. Ms. Tweedie also is a team member on the EDSCLS Help Desk that works with a wide audience (e.g., researchers, teachers, administrators, school districts, schools) for a national school climate survey. Previously, she worked with the Western and Pacific Child Welfare Implementation Center to enhance the capacity of State and Tribal child welfare systems to achieve sustainable system change, resulting in improved service delivery and well-being outcomes for children, youth, and families. Ms. Tweedie graduated from Grand Valley State University with a B.A. degree in social work.

### **Additional Team Members**

**Greta Colombi**, a task lead for the NDTAC evaluation and colead for the SSDCoP, has nearly 20 years of experience in providing TA, program monitoring and reporting, and research in both the education and the health and human services fields. Ms. Colombi has been part of the NDTAC team since 2007 and currently is working to bring together education and justice leaders from across the country to use positive discipline approaches that prevent children from entering the juvenile justice system and promote positive student outcomes. Ms. Colombi also is deputy director of NCSSLE. In addition to managing NCSSLE's day-to-day work, she is responsible for strategizing and coordinating product development, developing and updating NCSSLE's online resources, and identifying and vetting experts for NCSSLE and grantee activities. She earned a B.A. degree in psychology and urban studies at the University of Pittsburgh and an M.A. degree from the University of Chicago.

**Okori Christopher**, a project technology specialist at AIR, has been a member of the NDTAC team for more than four years. He works on content management and editorial services for NDTAC's website and manages Listserv communications. In addition, Mr. Christopher provides technology support to the Center for Coordinated Assistance to States and serves as a task leader for the Computer Science for All Teachers community and the National Resource Center for Mental Promotion and Youth Violence Prevention. He holds an M.S. degree in criminal justice specializing in juveniles from the University of Baltimore and a B.S. degree in psychology from Morgan State University.

**Kia Jackson** is a research assistant at AIR. She provides support for NDTAC tasks, including the SSDCoP, the expert panelists, and premonitoring reports for the TA team. In addition, she provides analytical and administrative support to evaluation and TA projects focusing on youth prevention, juvenile justice, child welfare, and rethinking school discipline. Her primary responsibilities include data entry, data collection, and descriptive analysis as well as analytical support, including literature reviews, coding interviews, and preparing interview protocols. Ms. Jackson holds a B.A. degree in human development and family science from George Mason University.

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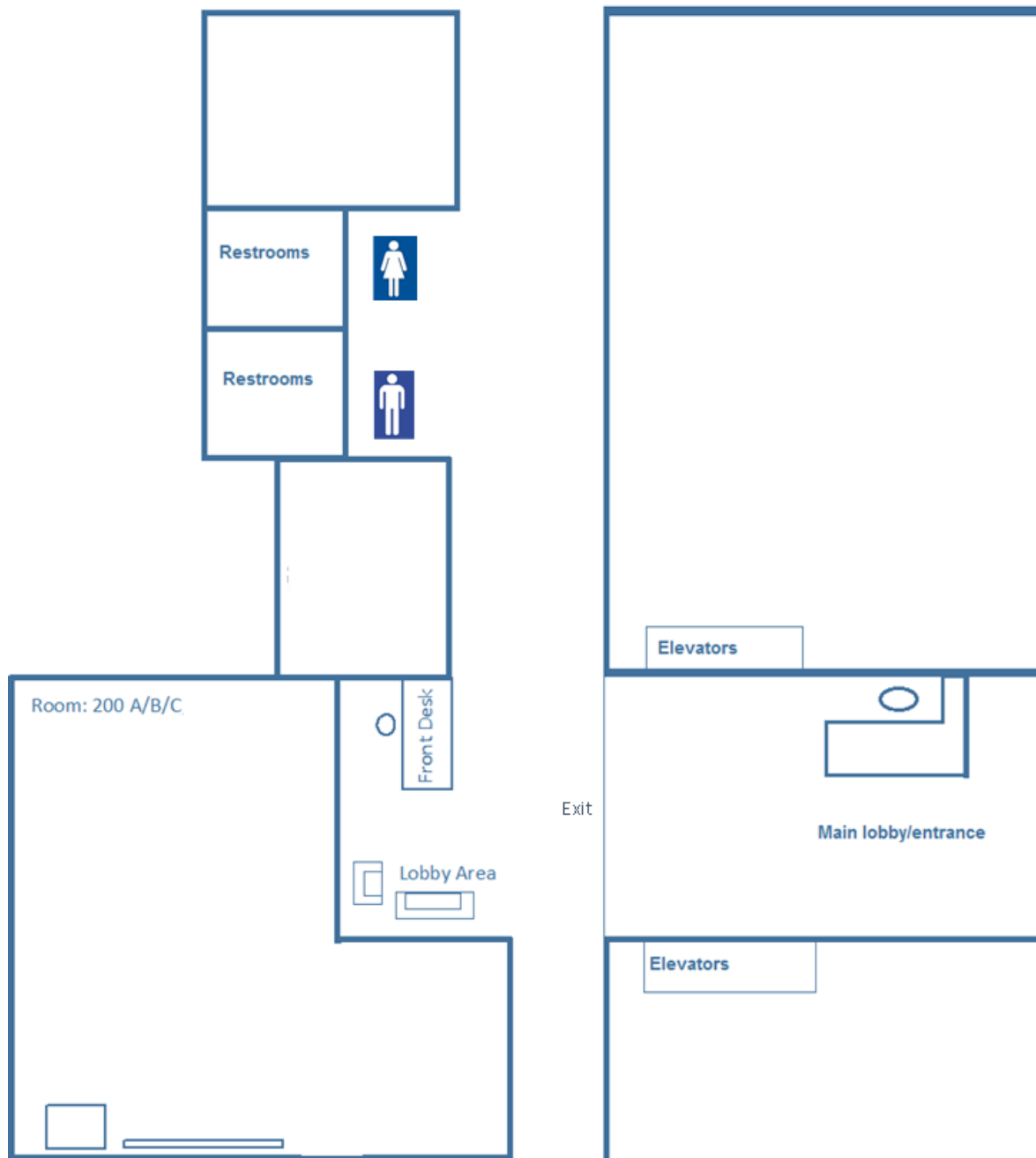
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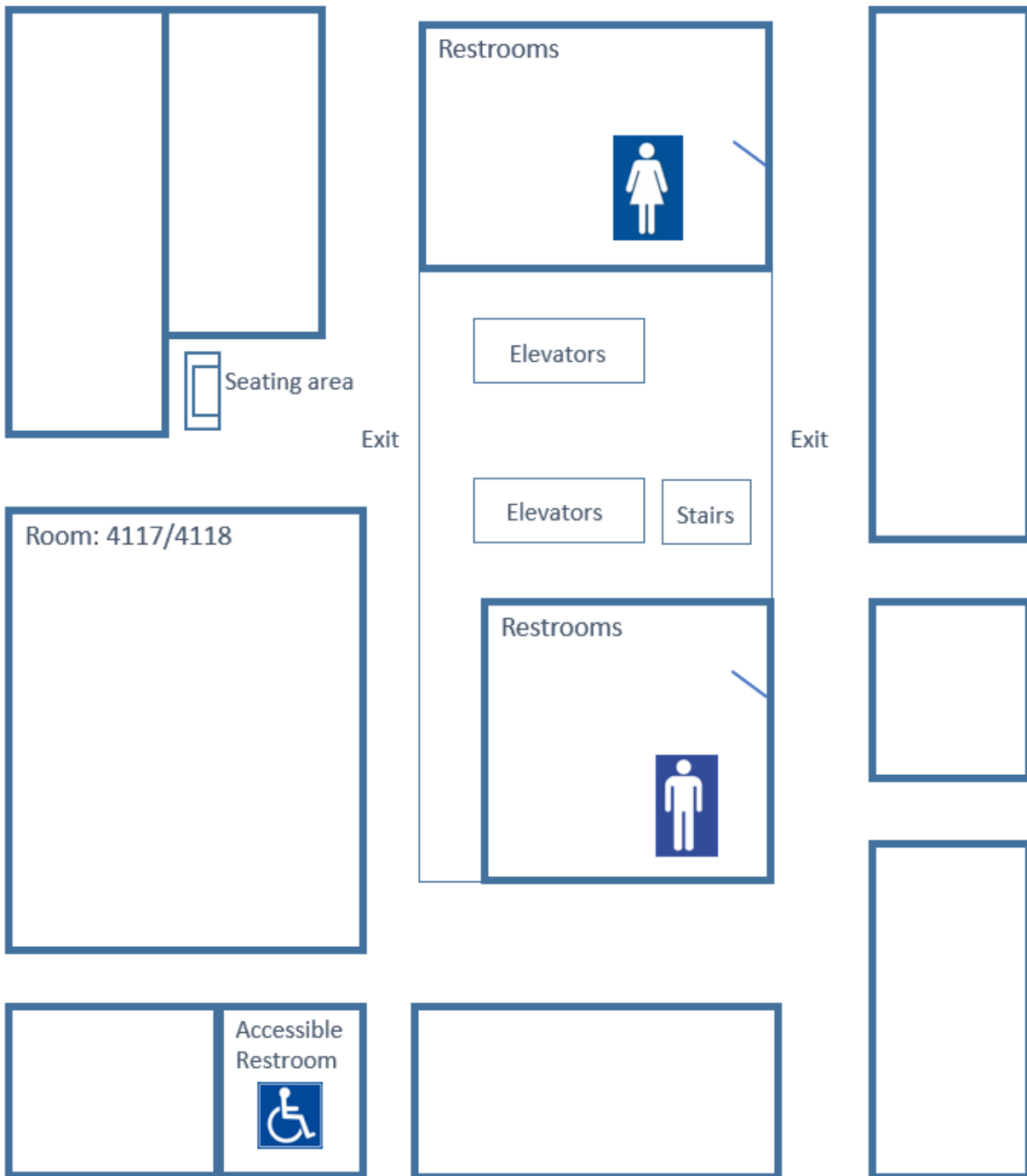
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## Floor Map, 2nd Floor



## Floor Map, 4th Floor





## Area Maps and Directions

### American Institutes for Research

1000 Thomas Jefferson Street NW, Washington, DC 20007  
Phone: 202-403-5000



- |                                  |                           |
|----------------------------------|---------------------------|
| (1) Mount Zion Cemetery          | (7) 3307 N Street         |
| (2) Oak Hill Cemetery's          | (8) Georgetown University |
| (3) Dumbarton Oaks               | (9) Exorcist Steps        |
| (4) Tudor Place                  | (10) The Old Stone House  |
| (5) Thornton's St. John's Church | (11) C&O Canal Towpath    |
| (6) Cox's Row                    | (12) Washington Harbour   |

#### I-95 North Bound/Richmond to AIR's Parking Garage:

Follow I-95 to I-395 North to Washington.  
From I-395 North, take exit 8 to Number 27 Washington Boulevard and Rosslyn.  
Follow Washington Boulevard past the Pentagon on your right.  
Take the exit off Washington Boulevard for the Memorial Bridge.  
Go over bridge, staying in your left lane.  
Once across the bridge, merge left around the Lincoln Memorial.  
Take a left on 23rd Street.  
At the traffic circle, take the fourth exit onto K Street.  
Take the ramp on the left onto US-29 S/K Street.  
Continue to follow US-29 S.  
Turn left toward K Street.  
Take the 1st right onto K Street.  
Turn right into the Colonial Parking garage.  
3100 K Street, **self-parking only**.

#### From I-270 to AIR's Parking Garage:

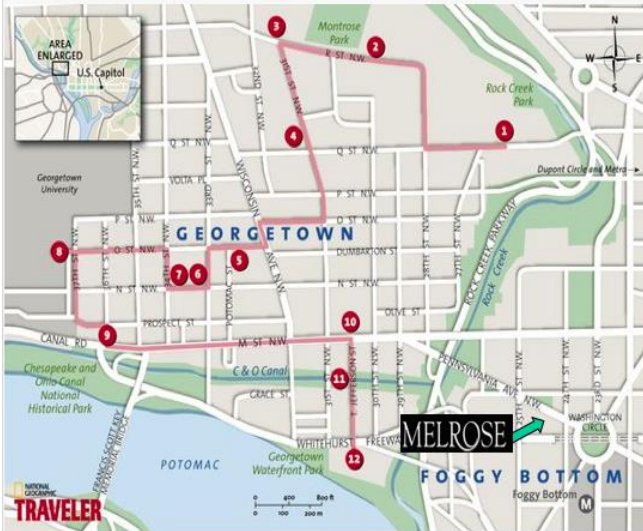
Take I-270 East to I-495 South  
Take exit 40 (the Cabin John Parkway).  
Follow Cabin John Parkway South to Clara Barton Parkway (Canal Road).  
Follow Clara Barton Parkway East about six miles to M Street.  
Turn right onto Wisconsin Avenue NW  
Turn left onto K Street.  
Turn right into the Colonial Parking garage.  
3100 K Street, **self-parking only**.

#### Walking to AIR from Colonial Parking

Take the elevator to the K Street exit.  
Head east on K Street toward 31st Street.  
Turn left onto Thomas Jefferson Street. AIR is located on the left.

## Melrose Hotel Georgetown

2430 Pennsylvania Ave NW, Washington, DC 20037  
Phone: 202-955-6400



- (1) Mount Zion Cemetery
- (2) Oak Hill Cemetery's
- (3) Dumbarton Oaks
- (4) Tudor Place
- (5) Thornton's St. John's Church
- (6) Cox's Row

- (7) 3307 N Street
- (8) Georgetown University
- (9) Exorcist Steps
- (10) The Old Stone House
- (11) C&O Canal Towpath
- (12) Washington Harbour

### From Reagan National Airport (DCA) to Melrose Hotel via GW Parkway:

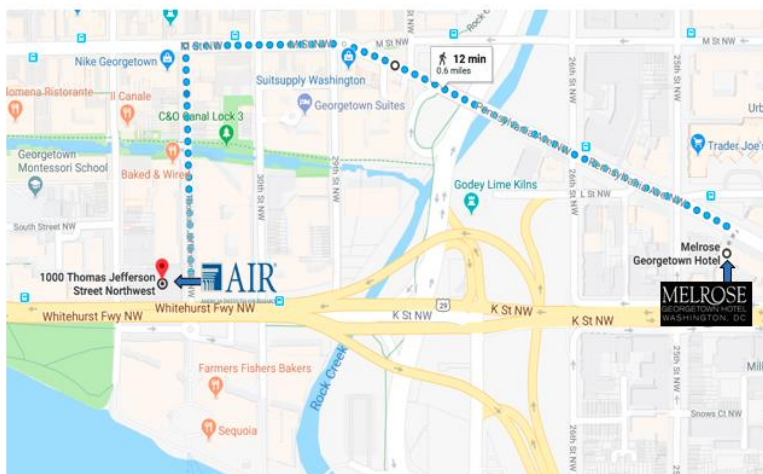
Follow George Washington Memorial Pkwy toward Washington.  
From George Washington Memorial Pkwy, take the exit toward US-50W/Memorial Bridge/Arlington Cemetery.  
Merge onto Washington Blvd, keep right  
Merge onto S Arlington Blvd  
Exit at Rosslyn and merge onto N Lynn St  
Follow N Lynn St, which becomes Francis Scott Key Bridge  
Stay in the right lane over the bridge  
Turn right to take the ramp onto Whitehurst Fwy NW (before the light)  
Follow Whitehurst Fwy NW, which becomes K St NW  
Keep right to stay on K St NW  
Make a U-turn at 24<sup>th</sup> St NW  
The hotel is on the right.

### From Dulles International Airport (IAD) to Melrose Hotel via GW Parkway:

Follow George Washington Memorial Pkwy toward Washington.  
Continue on George Washington Memorial Pkwy for 8 miles.  
Take the exit for US-29 N/Key Bridge toward Washington  
From Key Bridge, turn right to take the ramp onto Whitehurst Fwy NW (before the light)  
Follow Whitehurst Fwy NW, which becomes K St NW  
Keep right to stay on K St NW  
Make a U-turn at 24<sup>th</sup> St NW  
The hotel is on the right.

## Walking Directions

### From Melrose Hotel to American Institutes for Research



Head northwest on Pennsylvania Ave NW toward 25<sup>th</sup> St NW (0.3 miles)

Continue on M St NW (0.1 miles)

Turn left on Thomas Jefferson St NW (0.2 miles)

AIR will be on your right (1000 Thomas Jefferson St NW)

**American Institutes for Research**  
1000 Thomas Jefferson Street NW, Washington, DC 20007  
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## Shuttle Schedule

There will be a complimentary shuttle between AIR and the Melrose Hotel during the conference. The following schedule reflects anticipated shuttle pickup times.

Date	Time	Pickup Location
Tuesday, May 22	7:45 a.m.	Melrose Hotel
	8:00 a.m.	Melrose Hotel
	5:30 p.m.	AIR
Wednesday, May 23	8:00 a.m.	Melrose Hotel
	8:15 a.m.	Melrose Hotel
	5:30 p.m.	AIR
Thursday, May 24	7:45 a.m.	Melrose Hotel
	8:00 a.m.	Melrose Hotel
	1:00 p.m.	AIR

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## Georgetown Restaurants

Restaurant Name	Address	Cuisine
<b>Near AIR</b>		
Farmers, Fishers, Bakers	3000 K Street / Harbour	American
The Grill Room	1050 31st Street	American
Mr. Smith's of Georgetown	3205 K Street	American
Bourbon Steak	3100 South Street / Ritz	American
Nick's Riverside Grille	3050 K Street / Harbour	American
Chez Billy Sud	1039 31st Street	French
Snap	1062 Thomas Jefferson Street	French
Ri Ra Irish Pub	3125 M Street	Irish
Taj of India	2809 M Street	Indian
Fiola Mare	3050 K Street	Italian
Il Canale	1063 31st Street	Italian/Pizza
Flavio Restaurant	1073 31st Street	Italian
Ristorante Piccolo	1068 31st Street	Italian
Moby Dick House of Kabob	1071 31st Street	Mediterranean
Cafe Cantina	3050 K Street / Harbour	Pizza
Sweetgreen	1044 Wisconsin Avenue	Salad
Sequoia Restaurant	3000 K Street / Harbour	Seafood
Tony & Joe's Seafood Place	3000 K St NW / Harbour	Seafood
Orange Anchor	3050 K Street	Seafood
Mate	3101 K Street	Sushi
Bangkok Joe's	3000 K Street	Thai
<b>American</b>		
1789 Restaurant	1226 36th Street	American
Clyde's of Georgetown	3236 M Street	American
Daily Grill	1310 Wisconsin Avenue	American
Georgetown Cafe	1623 Wisconsin Avenue	American
Martin's Tavern	1264 Wisconsin Avenue	American
Morton's The Steakhouse	3251 Prospect Street	American
Old Glory Bar-B-Que	3139 M Street	American
Peacock Cafe	3251 Prospect Street	American
Seasons Restaurant	2800 Pennsylvania Avenue	American
The Tombs	1226 36th Street	American
Unum	2917 M St NW	American
<b>Burgers</b>		
Good Stuff Eatery	3291 M Street	Burgers
Johnny Rockets	3131 M Street	Burgers
Thunder Burger and Bar	3056 M Street	Burgers

Restaurant Name	Address	Cuisine
<b>Deli / Subs</b>		
Booeymonger	3265 Prospect Street	Deli / Subs
Subway Sandwich Shop	2517 Pennsylvania Avenue	Deli / Subs
<b>French</b>		
Bistrot Lepic & Wine Bar	1736 Wisconsin Avenue	French
Cafe Bonaparte	1522 Wisconsin Avenue	French
La Chaumiere	2813 M Street	French
Le Pain Quotidien	2815 M Street	French
Malmaison	401 Water Street	French
Maxime Bistro Francais	2915 M Street	French
Patisserie Poupon	1645 Wisconsin Avenue	French
<b>Italian</b>		
Cafe Milano	3251 Prospect Street	Italian
Filomena Ristorante	1063 Wisconsin Avenue	Italian
Paolo's Ristorante	1303 Wisconsin Avenue	Italian
<b>Mediterranean</b>		
George's King of Falafel	1205 28th Street	Mediterranean
Prince Café	3205 Prospect Street	Mediterranean
<b>Mexican/Spanish</b>		
Bodega Spanish Tapas & Lounge	3116 M Street	Mexican/Spanish
Chaia	3207 Grace Street	Mexican/Spanish
Chipotle	3255 M Street	Mexican/Spanish
Don Lobo's	2811 M Street	Mexican/Spanish
El Centro D.F.	1218 Wisconsin Avenue	Mexican/Spanish
Los Cuates	1564 Wisconsin Avenue	Mexican/Spanish
<b>Pizza</b>		
Manny & Olga's Pizza	1641 Wisconsin Avenue	Pizza
Pizza Movers	1618 Wisconsin Avenue	Pizza
Pizzeria Paradiso	3282 M Street	Pizza
<b>Seafood</b>		
J Paul's	3218 M Street	Seafood
Luke's Lobster Georgetown	1211 Potomac Street	Seafood
Pier 2934	2934 M Street	Seafood
<b>Thai</b>		
Basil Thai Restaurant	1608 Wisconsin Avenue	Thai
I-Thai Restaurant & Sushi Bar	3003 M Street	Thai
Mai Thai	3251 Prospect Street	Thai
<b>Vietnamese</b>		
Vietnam Georgetown Restaurant	2934 M Street	Vietnamese
Miss Saigon Vietnamese Cuisine	3057 M Street	Vietnamese



## Breakouts: Crossover Youth

### Scenario Demonstration 1: Information Sharing

In the State of Orange, a multisystem workgroup that consists of State-level leadership from the Child Welfare, Juvenile Justice, Behavioral Health (Mental Health/Substance Abuse), Health Departments, and Family Court agencies has been assembled. The purpose of this team is to improve how the systems manage youth who move throughout the systems and are served by each of their agencies. The workgroup has committed to meeting monthly and is working to develop a set of goals for the collaboration.

The team decides to engage in completing a system map to understand how youth encounter each agency and where overlap occurs between agencies. Early in the process, the team identified two glaring issues: (1) Education is a very critical partner currently missing from the team, and (2) the team is not clear on what information each agency can share about its respective clients. The state has 29 different school districts, so the team is at a loss as to who to bring to the table. Consideration is being given to the superintendent of the largest district, but historically she has not been engaged in issues related to youth “at risk.” The team identified legal and policy staff to begin reviewing Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act, and other statutes related to sharing information between agencies. The immediate goal of the workgroup is to identify education personnel to invite to the workgroup and develop an information-sharing agreement that allows for the state workgroup to share data and create information-sharing guidelines for the local county agencies.

As a Part D coordinator, how do you advise this team in the following areas:

1. Who is the most appropriate person to connect with from the education system?
2. How does the team keep the education system engaged in the multisystem workgroup process?
3. As a Part D coordinator, how can this group be of service to your needs and your Part D-funded programs?

- 
- 
- 
4. What information-sharing considerations would the education system have as a partner to this workgroup?
5. What is the best way for this workgroup to engage local districts to inform their practices?



## Scenario Demonstration 2: Data Integration

In the State of Green, the State child welfare and juvenile justice agencies have created a merged data system known as Child Dashboard. The dashboard merges client-based information on youth who are actively involved in both systems once they are dually adjudicated (formerly involved in both child welfare and juvenile justice). Counties in the State of Green are challenged because they want to identify youth prior to dual-adjudication (at the point of joint contact between the two systems) because waiting impacts the ability to prevent youth from moving deeper into the juvenile justice or child welfare system. The counties also are requesting an interface with the State Department of Education to acquire school data on all identified youth. Currently, school data cannot be gathered in an automated or electronic manner; data are collected at the local level by agency staff retrieving data directly from school sites.

This lack of data integration with the schools (at a higher level) is a huge challenge and has led to a lack of collective understanding regarding educational outcomes for youth in care. It is assumed that such youth have poor educational outcomes based on national research, but the State youth-serving agencies honestly have no direct data on how child welfare and juvenile justice-involved youth are faring academically, other than from their Part D data. In addition, at the county level, no known protocol exists for how child welfare and juvenile justice workers can access a youth's education information. Inconsistency in practices between schools has impacted the ability of child welfare and juvenile justice workers to advocate for youth's education rights.

1. As a Part D coordinator, what role can you play in accessing a youth's education information at the State level?
  - a. Are there logical thought partners within the SEA who would be essential to this cause?
  - b. Who would be logical thought partners within other State agencies?

2. How can you educate or instruct State-level child welfare and juvenile justice agencies to help them better support child welfare and juvenile justice workers at the county level providing direct services and advocating for youth on education issues?
3. What are some outcome measures that can support consistency in transferring youths' records in a timely manner to facilitate continuity in education services and document credit accrual and recovery?
4. What strategies can State agency leaders use to engage multiple districts within their State?
5. What is a short-term education-focused goal for this workgroup?

### Scenario Demonstration 3: Identification of Youth

In Turquoise County, the following agencies have formed a multisystem collaborative group: Behavioral Health, Child Welfare, Department of Education, Family Court, and Juvenile Justice. This workgroup has been meeting for three years and launched a case management model that identifies youth at the point they move from one system to the other. The process for identifying youth is manual—on a weekly basis, a designated worker from the Behavioral Health, Child Welfare, and the Juvenile Justice agencies matches a list of unique identifiers (name, date of birth, address) to confirm youth who are simultaneously involved in their systems. Once the youth are confirmed, the case management model begins for all confirmed youth. Once the multisystem youth are confirmed, their names are given to the Department of Education so that school placement, current grades, behavior reports, and other student education information can be acquired.

Locally, the process is working well. However, when youth are placed in another county, tracking and monitoring education is not feasible. The county Department of Education representative has attempted to contact State-level Department of Education staff to discuss the matter, but that outreach has led nowhere. In addition to a lack of information for youth after they change counties, when system-involved youth move from another county into Turquoise County, getting their education information from their home county takes a long time (months in some cases).

As a Part D coordinator, can you develop a strategy for how this local team can engage the State Department of Education? A good plan should include the following elements:

1. Who should the county engage at the State Department of Education?
2. What level of assistance can the State Department of Education offer to this effort?
3. What does that support look like (i.e., funding, data, access to information)?

4. What can the workgroup do (or offer) that would be of benefit to the Department of Education to support compliance with ESSA?

## DATA AT A GLANCE: FACTS ABOUT EDUCATION AND FOSTER CARE

When supported by strong practices and policies, positive school experiences can counteract the negative effects of abuse, neglect, separation, and lack of permanency experienced by the more than 400,000 U.S. children and youth in foster care. Education provides opportunities for improved well-being in physical, intellectual, social and emotional domains during critical developmental periods and supports economic success in adult life. While there is no comprehensive source of national data on education performance of students in foster care, much can be learned from the national, regional and local data presented below to guide policy and practice reforms.

National Demographic Data of Youth in Foster Care*	
Number of children and youth in foster care on September 30, 2016	437,465
Number of children age 0-4	155,632
Number of children age 5-17 (typical school age)	268,517
Number of young adults age 18-21	13,316
Percentage with more than one living placement while in foster care	65%

\*These data come from the most recent report from the Adoption and Foster Care Analysis and Reporting System (AFCARS) released November 30, 2017.

### National Education Data and Regional Data Based on Special Studies

The table below presents outcome data on educational experiences and achievements of youth in foster care, with some comparisons with the general population. Where available, we have used national estimates, but there are many gaps in national data in this area, so multi-state studies are included.<sup>1</sup>

Educational Experience or Outcome	Findings
% of youth in foster care who change schools when first entering care	31% - 75% <sup>2</sup>
% of 17- to 18-year-olds who experienced 5 or more school changes	34.2% <sup>3</sup>
Likelihood of being absent from school	About twice that of other students <sup>4</sup>
Likelihood of 17- to 18-year-old youth in foster care having out-of-school suspension	About twice that of other students <sup>5</sup> (In one study the rate was 24% vs. national general population rate of 7%) <sup>6</sup>
Likelihood of 17- to 18-year-old youth in foster care being expelled	About 3 times that of other students <sup>7</sup>
Reading level of 17- to 18-year-olds in foster care	Average level 7 <sup>th</sup> grade 44% at high school level or higher <sup>8</sup>
% of youth in foster care receiving special education services	35.6% <sup>9</sup> - 47.3% <sup>10</sup>
% of 17- to 18-year-old youth in foster care who want to go to college	70% <sup>11</sup> - 84% <sup>12</sup>
% of youth in foster care who complete high school by age 18 (via a diploma or GED)	Colorado: 41.8% <sup>13</sup> Midwest Study (age 19): 63% <sup>14</sup>
% of youth in foster care who complete high school by age 21	65% by age 21 <sup>15</sup> (National data) (Compared with 86% among all youth ages 18-24 <sup>16</sup> )
% of youth in foster care who graduated from high school who enrolled in college at some level	31.8% <sup>17</sup> - 45.3% <sup>18</sup> (Compared with national college enrollment rate of 69.2% in 2015, which is slightly below national record high of 70.2% in 2009) <sup>19</sup>
% of foster care alumni who attain a bachelor's degree	3 - 10.8% <sup>20</sup> (Compared with national college completion rate of a BA or higher of 32.5%) <sup>21</sup>

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Full Text with References can be found at <http://www.fostercareandeducation.org/OurWork/NationalWorkingGroup.aspx> 1



- <sup>1</sup> When comparing youth in foster care with other groups, it is important to note that most studies do not control for other factors like age, race and gender. The Northwest Foster Care Alumni Study, when comparing emotional and behavioral health conditions, used propensity score matching to align the foster care alumni sample and the “general population” sample by age, race and gender. See Pecora, P. J., Kessler, R. C., Williams, J., Downs, A. C., English, D.J., & White, J. & O’Brien, K. (2010). *What works in family foster care? Key components of success from the Northwest foster care alumni study*. New York and Oxford, England: Oxford University Press. The Midwest study used a sample from the Adolescent Health national study that was of the same age range as the comparison group. See Courtney, M.E., Terao, S., & Bost, N. (2004). *Midwest evaluation of the adult functioning of former foster youth: Conditions of youth preparing to leave state care*. Chicago, IL: Chapin Hall Center for Children at the University of Chicago. Even fewer studies control for key variables such as family income, housing instability or insecurity, food insecurity, English language proficiency, child maltreatment that did not result in out-of-home placement, and other Adverse Childhood Experiences like parent divorce, substance abuse, emotional/behavioral health issues and incarceration. These factors can outweigh the negative or positive effects of placement and enrollment in a poor or high-quality school. Pecora, P.J., Whittaker, J.K., Barth, R.P., Borja, S., & Vesneski, W. (In press). *The child welfare challenge*. (Fourth Edition.) New York City: Taylor and Francis, Chapter 5.
- <sup>2</sup> In Colorado the rate was 31%. See Clemens, E.V., Klopfenstein, K., Tis, M. & Lalonde, T.L. (2017). Educational stability policy and the interplay between child welfare placement changes and school moves. *Children and Youth Services Review*. But the rate in one California study was 75%. See Frerer, K., Sosenko, L.D., Pellegrin, N., Manchik, V., Horowitz, J. (2013). *Foster youth stability: A study of California foster youths’ school and residential changes in relation to educational outcomes*. Retrieved from [http://www.iebcnow.org/wp-content/uploads/2016/12/pub\\_foster\\_youth\\_stability\\_2013.pdf](http://www.iebcnow.org/wp-content/uploads/2016/12/pub_foster_youth_stability_2013.pdf).
- <sup>3</sup> Courtney, Terao, & Bost (2004), p. 42.
- <sup>4</sup> Sample drawn from a cohort of youth entering out-of-home care from 2006 to 2008 in a large mid-Atlantic city. See Zorc, C.S., O’Reilly, A.L.R., Matone, M., Long, J., Watts, C.L. & Rubin, D. (2013). The relationship of placement experience to school absenteeism and changing schools in young, school-aged children in foster care. *Children and Youth Services Review*, 35, 826-833. In California, the absentee rate for youth in care for the 2016-2017 school year was more than double the overall student population (25.1% vs. 10.1%). See California Department of Education. (2017). *Report: A quarter of California’s foster students are chronically absent from school*. Sacramento: Author, p. 1. Retrieved from <https://www.cde.ca.gov/nr/ne/yr17/yr17rel88.asp>.
- <sup>5</sup> Courtney, Terao & Bost (2004), p. 42.
- <sup>6</sup> Scherr, T. (2006). Best practices in working children living in foster care. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1547–1563). Bethesda, MD: National Association of School Psychologists.
- <sup>7</sup> When interviewed at age 23 or 24, 16.5% of the foster care alumni in the Midwest study had been expelled, compared with 4.6% of youth in the national Adolescent Health study (Courtney, Terao & Bost, 2004, p. 42).
- <sup>8</sup> Courtney, Terao & Bost (2004), p. 45.
- <sup>9</sup> Over one-third (35.6%) of the youth in the Northwest Alumni Study were in special education classes for students needing extra help. See Pecora, Kessler, Williams, Downs, English, White & O’Brien (2010). p. 120.
- <sup>10</sup> Courtney, Terao & Bost (2004), p. 40.
- <sup>11</sup> McMillen, C., Auslander, W., Elze, D., White, T., & Thompson, R. (2003). Educational experiences and aspirations of older youth in foster care. *Child Welfare*, 82(4), 475-495.
- <sup>12</sup> Courtney, Terao & Bost (2004), p. 39.
- <sup>13</sup> Parra, J., & Martinez, J. (2015). *2013-2014 state policy report: Dropout prevention and student engagement*. Denver, CO: Colorado Department of Education, p. 20. Retrieved from <http://www.cde.state.co.us/dropoutprevention/2014statepolicyreport31215>.
- <sup>14</sup> Courtney, M.E., Dworsky, A., Ruth, G., Keller, T., Havlicek, J. & Bost, N. (2005). *Midwest Evaluation of Adult Functioning of Former Foster Youth: Outcomes at Age 19*. Chicago, IL: University of Chicago, Chapin Hall Center for Children, p. 21.
- <sup>15</sup> National Youth in Transition Database as cited on page 3 of U.S. Department of Education and U.S. Department of Health and Human Services. (2016). *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care*. Retrieved from <https://www2.ed.gov/policy/elsec/leg/essa/edhhsfostercarenonregulatorguide.pdf>.
- <sup>16</sup> National Center for Education Statistics (2014). Digest of education statistics, 2014 - table 104.40. Retrieved from [https://nces.ed.gov/programs/digest/d15/tables/dt15\\_104.40.asp?current=yes](https://nces.ed.gov/programs/digest/d15/tables/dt15_104.40.asp?current=yes).
- <sup>17</sup> Courtney, M.E., Dworsky, A., & Lee, J. & Raap, M. (2010). *Midwest evaluation of the adult functioning of former foster youth: Outcomes at age 23 and 24*. Chicago, IL: Chapin Hall at the University of Chicago, p. 24.
- <sup>18</sup> The proportion of alumni aged 25 and older in the Northwest Foster Care Alumni Study that has completed any postsecondary education (45.3%) is substantially lower than that (57%) of the general population in the same age group who completed some college coursework (U.S. Census Bureau, 2000). (Note that the alumni group statistic includes vocational training, while the general population statistic does not. Therefore, the difference between the two groups is underestimated.) See Pecora et al. (2010), p. 125; and U.S. Census Bureau. (2000h). Profile of selected social characteristics—2000 (Table DP-2.). Washington, DC: Author. Retrieved March 10, 2005, from [http://factfinder.census.gov/bf/\\_lang=en\\_vt\\_name+DEC\\_2000\\_SF3\\_U\\_DP2\\_geo\\_id=01000US.html](http://factfinder.census.gov/bf/_lang=en_vt_name+DEC_2000_SF3_U_DP2_geo_id=01000US.html).
- <sup>19</sup> See Bureau of Labor Statistics data at <https://www.bls.gov/news.release/hsgsec.nr0.htm> for 2015 data and National Center for Education Statistics data for 2009 at <https://www.bls.gov/news.release/hsgsec.nr0.htm>.
- <sup>20</sup> Note the college completion rates vary by study, in part because of variations in how long youth are followed out of foster care and the states that are included in the study. For example, the college completion rate for the alumni in the Northwest Foster Care Alumni Study was 2.7% (mean age: 24.2), while the rate for the Midwest Study at ages 23-24 was 3%. But the Casey National Foster Care Alumni study that involved youth served first by the public agency and then by Casey found a rate of 10.8% for alumni who were on average 30.5 years old. See Pecora, P.J., Williams, J., Kessler, R.J., Downs, A.C., O’Brien, K. Hiripi, E., & Morello, S. (2003). *Assessing the effects of foster care: early results from the Casey national alumni study*. Seattle, WA: Casey Family Programs. Website: <http://www.casey.org>, p. 28.
- <sup>21</sup> See the U.S. Census Bureau data for 2015 at Ryan, C.L. & Bauman, K. (2016) *Educational attainment in the United States: 2105*. Retrieved from <https://www.census.gov/content/dam/Census/library/publications/2016/demo/p20-578.pdf>.



# Blueprint for Change

## Education Success for Children in Foster Care

### GOALS AND BENCHMARKS

#### GOAL 1 • Youth Are Entitled to Remain in Their Same School When Feasible

*Benchmarks that show progress toward this goal:*

- 1-A** Youth's foster care placement decisions take school stability into account, and school stability is a priority whenever possible and in the child's best interests.
- 1-B** Youth have sufficient foster home and permanent living options available in their home communities to reduce the need for school moves.
- 1-C** When in their best interests, youth have a legal right to remain in the same school (school of origin) even when they move outside the school district, and schools that retain children are not financially penalized.
- 1-D** Youth are entitled to necessary transportation to their school of origin, with responsibilities clearly designated for transportation costs.
- 1-E** Youth have necessary support and information to make school of origin decisions; youth, birth parents, caseworkers, foster parents, courts, attorneys, schools, and educators are trained about legal entitlements and appeal and dispute procedures.
- 1-F** Youth with disabilities continue in an appropriate education setting, regardless of changes in foster care placements, and transportation is provided in accordance with the youth's Individualized Education Program (IEP).

#### GOAL 2 • Youth Are Guaranteed Seamless Transitions Between Schools and School Districts When School Moves Occur

*Benchmarks that show progress toward this goal:*

- 2-A** Youth have a right to be enrolled immediately in a new school and to begin classes promptly.
- 2-B** Youth can be enrolled in school by any person who has care or control of the child (i.e., caseworker or foster parent).
- 2-C** Youth enrollment and delivery of appropriate services are not delayed due to school or record requirements (i.e., immunization records, birth certificates, school uniforms); designated child welfare, education, and court staff facilitate and coordinate transitions and receive training on special procedures.
- 2-D** Youth education records are comprehensive and accurate, and promptly follow youth to any new school or placement; records are kept private and shared only with necessary individuals working with the youth.
- 2-E** Youth who arrive in a new school during the school term are allowed to participate in all academic and extracurricular programs even if normal timelines have run or programs are full.
- 2-F** Youth receive credit and partial credit for coursework completed at the prior school.
- 2-G** Youth have the ability to receive a high school diploma even when they have attended multiple schools with varying graduation requirements.

- 2-H** Eligible youth with disabilities receive the protections outlined in federal and state law, including timelines for evaluations, implementation of an IEP or an Individual Family Service Plan (IFSP), and placement in the least restrictive environment, even when they change school districts.

#### GOAL 3 • Young Children Enter School Ready to Learn

*Benchmarks that show progress toward this goal:*

- 3-A** Young children have all the appropriate health interventions necessary, including enrollment in the Medical Assistance Early Periodic Screening, Diagnosis, and Treatment (EPSDT) Program, and receive comprehensive evaluations and treatment.
- 3-B** Young children are given special prioritization and treatment in early childhood programs (including Head Start, Early Headstart, and pre-school programs).
- 3-C** Young children receive developmentally appropriate counseling and supports in their early childhood programs with sensitivity to their abuse and neglect experiences.
- 3-D** Young children have caretakers who have been provided information on the children's medical and developmental needs, and who have received training and support to be effective advocates.
- 3-E** Children under age three with developmental delays, or a high probability of developing such delays, are identified as early as possible, promptly referred for evaluation for early intervention services, and promptly evaluated and served.
- 3-F** Young children at high risk of developmental delays are screened appropriately and qualify for early intervention services whenever possible.
- 3-G** Children under age three who have been involved in a substantiated case of child abuse and neglect, who have been identified as affected by substance abuse or withdrawal symptoms resulting from prenatal drug exposure, or who have experienced a substantiated case of trauma due to exposure to family violence are referred to the early intervention system for screening.
- 3-H** Children with disabilities ages three to school age are referred and evaluated, and receive appropriate preschool early intervention programs.

#### GOAL 4 • Youth Have the Opportunity and Support to Fully Participate in All Aspects of the School Experience

*Benchmarks that show progress toward this goal:*

- 4-A** Youth are entitled and encouraged to participate in all aspects of the school experience, including academic programs, extracurricular activities, and social events, and are not excluded because of being in out-of-home care.
- 4-B** Youth receive the additional supports necessary to be included in all aspects of the school experience.
- 4-C** Youth's records relating to his or her education and needs are made available to necessary individuals working with the youth, while respecting the youth's privacy.



## Keynote

*Goal 4 continued...*

- 4-D** Youth's appointments and court appearances are scheduled to minimize their impact on the child's education, and children are not penalized for school time or work missed because of court or child welfare case-related activities.
- 4-E** Youth are not inappropriately placed in nonpublic schools or other alternative school settings, including schools for students with disabilities.
- 4-F** Youth receive supports to improve performance on statewide achievement tests and other measures of academic success (such as attendance and graduation).
- 4-G** Youth are surrounded by trained professionals that have the knowledge and skills to work with children who have experienced abuse and neglect; school curricula and programs utilize the research on trauma-informed care.
- 4-H** Youth with disabilities are located, evaluated, and identified as eligible for special services.
- 4-I** Youth with disabilities receive the special help they need to learn content appropriate to their grade level or, when that is not possible, the content that is appropriate to their learning level.
- 4-J** Youth with disabilities receive their education in regular classrooms (with the necessary supports and accommodations) whenever possible.

### GOAL 5 • Youth Have Supports to Prevent School Dropout, Truancy, and Disciplinary Actions

*Benchmarks that show progress toward this goal:*

- 5-A** Youth are not disproportionately subjected to school discipline or school exclusion, and are not placed in alternative schools for disruptive students as a means to address truancy or as a disciplinary measure.
- 5-B** Youth have access to school counselors and other school staff familiar with the needs of children who have experienced abuse and neglect, and the staff has mastered effective remediation strategies.
- 5-C** Youth have advocates at school disciplinary and other proceedings who are trained on procedures related to dropout, truancy, and discipline.
- 5-D** Youth at risk of truancy or dropping out have access to programs and supports designed to engage them in school.
- 5-E** Youth who have dropped out of school have access to programs and supports designed to reintegrate them into a school or a General Educational Development (GED) program.
- 5-F** Youth with disabilities have behavior intervention plans in place to minimize inappropriate school behaviors and to reduce the need for disciplinary action or referral to the police.
- 5-G** Youth with disabilities receive the procedural protections outlined in federal law so that they are not punished for behavior that is a symptom of their disability.

### GOAL 6 • Youth Are Involved and Engaged in All Aspects of Their Education and Educational Planning and Are Empowered to Be Advocates for Their Education Needs and Pursuits

*Benchmarks that show progress toward this goal:*

- 6-A** Youth are routinely asked about their educational preferences and needs, including their view on whether to change schools when their living situation changes.
- 6-B** Youth receive training about their educational rights commensurate to their age and developmental abilities.

- 6-C** Youth are given the opportunity to participate in court proceedings, and their engagement is supported with transportation and accommodations to decrease the impact on school attendance and schoolwork; attorneys, guardians ad litem, CASAs, and judges are trained on involving youth in court, and encourage youth participation.
- 6-D** Youth participate in school and child welfare meetings and planning about their education and their future.
- 6-E** Youth are surrounded by school and child welfare professionals with appropriate training and strategies to engage youth in education planning.
- 6-F** Youth with disabilities actively participate in the special education process, especially in transition planning for post-school education and employment, and are provided with the supports necessary to effectively participate.

### GOAL 7 • Youth Have An Adult Who Is Invested in His or Her Education During and After His or Her Time in Out-of-Home Care

*Benchmarks that show progress toward this goal:*

- 7-A** Youth are entitled to have a knowledgeable and trained education advocate who reinforces the value of the youth's investment in education and helps the youth plan for post-school training, employment, or college; efforts must be made to recruit appropriate individuals (i.e., foster parents, birth parents, child welfare caseworkers, teachers, and guidance counselors).
- 7-B** Youth exiting care (because of age or because their permanency objectives have been reached) have significant connections to at least one adult to help the youth continue education pursuits.
- 7-C** Youth have an education decision maker at all times during a child welfare case, who is trained in the legal requirements relating to education decisions for children with and without disabilities.
- 7-D** Youth with disabilities who are eligible for the appointment of a surrogate parent have access to a pool of qualified, independent, and well-trained individuals who can serve in that role, and are assigned a surrogate in a timely manner, but no later than 30 days after a determination that a surrogate is needed.

### GOAL 8 • Youth Have Supports to Enter into, and Complete, Postsecondary Education

*Benchmarks that show progress toward this goal:*

- 8-A** Youth are exposed to postsecondary education opportunities, and receive academic support to achieve their future education goals.
- 8-B** Youth in care and youth who have exited care (because of age or because their permanency objectives have been reached) have financial support or tuition fee waivers to help them afford postsecondary education.
- 8-C** Youth have clear information and concrete help with obtaining and completing admission and financial aid documents.
- 8-D** Youth have access to housing during postsecondary school vacations or other times when school housing is unavailable.
- 8-E** Youth over 18 can remain in care and under the courts' jurisdiction to receive support and protection while pursuing postsecondary education.
- 8-F** Youth have access to academic, social, and emotional supports during, and through completion of, their postsecondary education.
- 8-G** Youth with disabilities pursuing higher education goals receive the supports to which they are entitled to under federal and state laws.





# Blueprint for Change

## Education Success for Youth in the Juvenile Justice System

### Overview of the Blueprint 10 Goals

- 1: Youth Voice
- 2: Adult Support
- 3: Educated in Community
- 4: Full Opportunities in Community
- 5: Quality Education in Facilities
- 6: Supportive School Environments
- 7: Career Pathways
- 8: Post-Secondary Access
- 9: Smooth Transitions
- 10: Protecting Especially Vulnerable Youth

### GOAL 1: Youth are informed and entrusted to make decisions about their own education and future.

1.1 - Youth receive full information about educational opportunities available to them, and are regularly asked about their educational preferences and needs. Youth preferences, strengths, and needs are central to curricular and placement determinations.

1.2 - Youth receive training about their educational rights including due process and special education rights, and self-advocacy.

1.3 - Youth participate in school and juvenile justice system meetings about their education and future.

1.4 - Youth are given an opportunity to participate in court proceedings; courts and attorneys are trained on involving youth in court and in asking questions about educational interests, goals, and progress.

1.5 - Youth are supported by school and juvenile justice professionals with appropriate knowledge and training who engage youth in education planning.

1.6 - Youth opinions and wishes are prioritized in determining their educational decision maker, placement, educational goals and program, and post-secondary decisions, including living and school placement upon release.

1.7 - Youth with disabilities actively participate in special education meetings, the development of their Individualized Education Programs (IEPs) including transition planning, and receive the support they need to be self-advocates.

1.8 - Youth who are English language learners and/or limited English proficient receive the supports they need to be effective self-advocates for their educational needs.

### About The Blueprint

The Blueprint for Change: Education Success for Youth in the Juvenile Justice System presents 10 goals that set forth the broad framework for promoting education success for young people involved in the juvenile justice system. There are correlating Benchmarks for each Goal that, if achieved, would indicate progress toward improving educational outcomes. The Benchmarks are the more specific and concrete policies and strategies for achieving the broader goals.

### About The Legal Center for Youth Justice and Education

The Legal Center for Youth Justice and Education (LCYJE) is a national collaboration of Southern Poverty Law Center, Juvenile Law Center, Education Law Center-PA, and the American Bar Association Center on Children and the Law. Our mission is to ensure that all youth in and returning from the juvenile and criminal justice systems can access a quality education. We build collaborations among juvenile justice and education professionals, highlight innovative model litigation strategies, and work to reshape federal, state, and local policies.

### Explore the Online Tool:

Visit [www.jjeducationblueprint.org](http://www.jjeducationblueprint.org) - an interactive website with searchable policies, practices, and resources to implement the Blueprint benchmarks.



**SPLC**  
Southern Poverty  
Law Center



Juvenile  
Law  
Center

EDUCATION  
LAW CENTER



### **GOAL 2: Youth have adult support in their education before, during and after involvement in the juvenile justice system.**

**2.1** - Youth are supported by parents who are engaged and have received information and training about educational rights, special education law, and advocacy sufficient to maintain their engagement.

**2.2** - When a youth's parent is available but requires supports to fully engage in education advocacy, the juvenile justice system and other stakeholders collaborate to provide access and support to the parent in order to build capacity and best serve the youth.

**2.3** - When, even with supports, the parent is not available to participate in the youth's education, another legally-authorized education decision-maker is identified for the youth, with the youth's preference solicited and prioritized. All youth without an available parent, not just those with identified disabilities, are appointed an education decision-maker. If a family member is not available or appropriate, youth have access to a pool of qualified, independent, and well-trained individuals who speak the youth's native language who can serve in this role and be timely appointed, and in compliance with the IDEA if applicable.

**2.4** - Staff are sensitive to and supportive of the cultural and ethnic background of youth and their family.

**2.5** - All youth, including youth with disabilities, youth of color, LGBT and gender expansive youth, and youth who are English Language Learners or limited English proficient, have mentors who are culturally competent to empower and support them and understand their strengths and unique barriers to educational success.

**2.6** - Youth's parents who are limited-English proficient receive information about their children's education in their native language, including all information needed to advocate on behalf of their children.

**2.7** - Youth are supported by trained professionals, including school staff, behavioral health staff, judges, defense counsel, case managers, Juvenile Probation Officers, child welfare workers, and facility staff, to gain access to high-quality education and career/technical programs. Youth receive assistance from interagency liaisons and/or transition specialists who get to know the youth and forge an ongoing relationship.

**2.8** - Youth attend schools, including placement schools, that engage parents and families, and rely on parents/guardians as education decision-makers, including ensuring that parents or other legally authorized decision-makers make decisions with regard to a youth's special education needs.

**2.9** - Youth have access to legal representatives trained to identify and respond to education issues in juvenile justice cases, school disciplinary hearings, and special education matters.

**2.10** - Youth appear before judges who consider their desires and educational needs in crafting dispositions and ordering placements, address education issues in depth at all review

hearings, and consider the quality and consequences of education available in the juvenile justice placement in all decisions while maintaining the youth at home and in community schools wherever possible.

### **GOAL 3: After being charged or adjudicated delinquent, youth remain in the same school whenever feasible, or enroll in a new school in their home community.**

**3.1** - Youth remain in the same school unless an out-of-home placement is necessary for the rehabilitation and/or safety of the youth, or the youth's decision-maker, in consultation with the youth, recommends a change in school placement, and the judge, placing agency and youth/family determine the student should be placed in a different school district or school placement.

**3.2** - Youth remain at home and in their local public schools for truancy or other status offenses, with needed interventions and supports, rather than being placed in juvenile justice placements and on-grounds schools or being transferred to alternative disciplinary schools.

**3.3** - Youth of color are not subject to and negatively impacted by racial bias because individuals involved in youth's placement are vigilant about collecting data and identifying and correcting bias that leads to disproportionate out-of-home placement of students of color.

**3.4** - Youth with disabilities are placed in the least restrictive, most inclusive school environment that can meet their individual needs.

**3.5** - When out of home placement is necessary and used as a last resort, youth are placed close to home, taking into account distance and the ability of the youth to continue at the current school.

**3.6** - Youth in placement are afforded the opportunity to continue to attend their home school or attend the local public school close to the placement (as opposed to an on-grounds program).

**3.7** - Youth are not referred to alternative disciplinary schools or otherwise pushed out of school on the basis of prior juvenile justice involvement.

**3.8** - Youth are not held in detention awaiting appropriate community education programs.

### **GOAL 4: Youth involved in the juvenile justice system who are educated in the community receive access to the full range of educational opportunities and supports.**

**4.1** - Youth participate in the full school experience, and are not excluded from extra-curricular or recreational activities due to juvenile justice system involvement, conditions of probation, or electronic monitoring.

**4.2** - All youth – in local schools, alternative disciplinary schools, or during disciplinary exclusion – receive access to adequate



education that meets their educational needs and provides a full array of educational opportunities.

**4.3** - Youth receive needed academic and non-academic supports, including access to remedial programs, credit recovery, counseling and behavioral health services, gifted and talented education, career and technical programs, and job exploration opportunities.

**4.4** - All youth feel safe, empowered, and free from discrimination on the basis of race, ethnicity, marital or parental status, religion, disability, HIV status, sexual orientation, gender identity or gender expression. If a school has sex-segregated activities such as gym class, health class, or extra-curricular sports, or facilities such as bathrooms or locker rooms, youth are permitted to participate in activities, programs and facilities consistent with their gender identity.

**4.5** - Youth with disabilities receive the specially designed instruction, targeted interventions, services, and accommodations they need to make meaningful progress in the least restrictive environment.

**4.6** - Youth who are English Language Learners and/or limited English proficient receive effective ESOL instruction and the modifications to curriculum and instruction to which they are legally entitled, and they and their families receive legally mandated interpretation and translation services.

**4.7** - Youths' appointments and court appearances are scheduled to minimize their impact on the child's education, and youth are not penalized for missing school or work because of court or juvenile justice case-related activities.

**4.8** - Youth are not subject to blanket education-related terms of probation that fail to take into account the youth's individualized education needs and traumatic experiences. Education matters – attendance, engagement with school, homework – should not be addressed by the probation system but rather by the school, service providers, and caregivers/family.

**4.9** - Youth receive full due process before any exclusion from school or placement in a restrictive setting, including meaningful manifestation determination reviews for youth with disabilities to determine if the youth's conduct is related to or the result of a disability or the failure to follow the youth's IEP, and includes an assessment of the student's mental or behavioral health condition that may contribute to behavior, a functional behavioral assessment and the development of or revision to a youth's positive behavior support plan.

**4.10** - Youth are not subject to school policies and administration of school discipline that disproportionately impact youth of color.

**4.11** - Students receive sufficient information to understand all policies and practices related to school discipline and their substantive and procedural rights.

### **GOAL 5: Youth in juvenile justice placements receive a high quality educational experience that enables them to stay on track academically.**

**5.1** - Upon arrival at all juvenile justice placements, a youth's educational needs and levels are assessed, with input from the youth and parents or other authorized education decision-maker.

**5.2** - Youth are assessed for special education needs early on, referred for an initial evaluation where necessary, provided with an immediate temporary IEP where necessary, and benefit from the development and implementation of a comprehensive IEP.

**5.3** - Youth are offered programs and instructional services that are responsive to their individual needs and free from racial or other bias.

**5.4** - Home school records are transferred immediately, both at the beginning of placement and at any point of transfer or exit from juvenile justice placement, and a student's participation in individualized education services are never delayed because school records have not yet been received.

**5.5** - Youth in placement schools are provided with high quality academics and the same state-aligned curriculum and instructional time as would be provided in traditional public schools. Short-term detention facilities work in collaboration with local school districts to provide educational modules or other approaches to keep young people on track with their home schools.

**5.6** - Youth with disabilities receive a free appropriate public education in the least restrictive environment, including needed special education and related services, transition planning and other supports through meaningful IEPs that are timely updated; developed with parent/family and youth input; and reflect the full range of services, accommodations and modifications necessary for academic progress.

**5.7** - Youth who are English Language Learners and/or limited English proficient receive the interventions and support they need while attending school in placement, including ESOL instruction, modifications to curriculum and instruction, and access to translation and interpretation services as required by law.

**5.8** - Youth are taught by qualified teachers (including special education teachers when applicable) who are properly certified, trained and permanently assigned to a placement and able to provide consistent instruction. Youth who receive instruction online or through a computer program are also supported by "live" certified and trained teachers.

**5.9** - Youth receive all needed educational supports in placement schools, including intensive research-based remedial education and targeted literacy support, credit recovery, access to AP or IB courses and gifted education.

**5.10** - Youth receive year-round educational programs when in placement school settings. Youth are not denied meaningful education services due to disciplinary consequences.



**5.11** - Youth in juvenile justice placements have access to technology, including the internet, in order to complete educational assignments and academic activities.

**GOAL 6: Youth in juvenile justice placements are educated in a supportive, positive school environment where they feel safe and have a voice.**

**6.1** - Youth attend schools free from discrimination based on race, sex, sexual orientation, gender presentation, national origin, language, disability or other characteristics and are educated in facilities that engage in data analysis and independent review to survey youth and assess programs to identify concerns and bias.

**6.2** - Youth are taught by staff who are trained in culturally competent, gender responsive, trauma-informed, strengths based and developmentally appropriate responses to behavior.

**6.3** - Youth are informed of the grievance or complaint procedure in any placement and are informed of their education rights. Youth are provided meaningful access to utilize the grievance process, even during a restrictive disciplinary placement like solitary confinement.

**6.4** - Youth with disabilities are educated in a welcoming environment and are not segregated or excluded based on their disability or behavior that is a manifestation of their disability. Youth with disabilities receive appropriate interventions to address any behavior that interferes with their access to special education, whether a manifestation of their disability or not.

**6.5** - Youth have access to comprehensive, supportive mental health services and school staff are educated and informed about each youth's unique needs and the appropriate educational approaches for those needs.

**6.6** - Youth have access to comprehensive sexual health education that is inclusive of LGBTQ sexual health needs.

**6.7** - Youth who are learning English are educated in a welcoming environment and receive access to the full range of educational programming offered to native English speakers.

**6.8** - Youth are not segregated or discriminated against in a school setting for their sexual orientation, gender identity or expression. Youth identifying as LGBT/gender expansive receive support and interventions by teachers trained to be culturally competent to issues facing LGBT/gender expansive youth.

**6.9** - Youth in placement schools receive positive disciplinary responses that do not rely on restraints of any kind or duration, solitary confinement, or other punitive interventions.

**6.10** - Youth are not denied education either as a punishment for misconduct outside the school setting, or because of correctional placements such as solitary confinement.

**6.11** - Youth are provided meaningful and thorough due process protections before any exclusion from school, including meaningful manifestation reviews for youth with disabilities to ensure that they are not punished for conduct relating to their disability or the school's failure to follow their IEP.

**6.12** - Youth in placement schools have regular meaningful

family and community visits. Placement schools engage and involve parents in their child's education.

**GOAL 7: Youth have access to high quality career pathway programs, especially in juvenile justice placements.**

**7.1** - Youth, including those in placement, receive meaningful career exploration, career planning, guidance and job training services as well as comprehensive social emotional and "21st Century" skills to identify, obtain, and sustain employment.

**7.2** - Youth, including those in placement, have access to career/technical education programs that offer industry-recognized credentials and certificates.

**7.3** - Youth have equal access to career/technical education programs regardless of gender.

**7.4** - Youth, including those in placement, have access to literacy and other academic programming that is fully integrated with career/technical education.

**7.5** - Youth have access to their own employability documents (including social security card, birth certificate, resume).

**7.6** - While in placement, youth are able to participate in internships and jobs in the placement and/or community.

**7.7** - Youth with disabilities in juvenile justice placements are fully integrated and allowed full access to career pathways and career/technical education programs, with appropriate accommodations.

**7.8** - Youth over age 16 (ideally 14) in juvenile justice placements receive thorough transition planning services that build on their identified strengths and interests, including, when applicable appropriate services and supports as required under the IDEA.

**7.9** - Youth who are English Language Learners or limited English proficient receive the interpretation and translation services, ESOL instruction and modifications in career/technical education programs and equal access to employment opportunities to which they are entitled under federal and state law.

**GOAL 8: Youth receive supports to prepare for, enter, and complete post-secondary education and training.**

**8.1** - Youth are exposed early to postsecondary education opportunities, receive academic and other support to achieve their future education goals, and are supported by a culture that reinforces their ability to attend and succeed in higher education or training.

**8.2** - Youth working toward a high school diploma have access to dual enrollment programs.

**8.3** - Youth with high school diplomas or high school equivalency degrees have access to a variety of post-secondary education or training, including while attending education programs in juvenile justice placements.

**8.4** - Youth are educated about their rights and availability of



financial aid, and receive assistance with application for Pell Grants and other funding for higher education.

**8.5** - Youth receive clear information and concrete help with obtaining and completing admission and financial aid documents.

**8.6** - Youth receive support to expunge juvenile or adult records and advice on how to answer admission and job interview questions, so juvenile or criminal involvement does not foreclose post-secondary education options and access.

**8.7** - Youth have access to optional peer groups, tutoring, and other supports for youth with juvenile justice involvement in higher education institutions.

**8.8** - Youth who have drug-related convictions receive individualized support for navigating federal financial aid processes, including support in locating, enrolling in, and completing an approved drug rehabilitation program.

### **GOAL 9: Youth have smooth transitions between home schools and juvenile justice placements and receive effective reentry planning and supports.**

**9.1** - Youth receive robust education planning upon entering any juvenile justice placement – whether short or long-term – to ensure continuation of their then-current credit-bearing coursework and career/technical training program.

**9.2** - Youth receive reentry planning from the moment they enter a juvenile justice placement, including planning relating to academic and career/technical education.

**9.3** - Youths' education records are comprehensive and accurate.

**9.4** - Records promptly follow youth to any new school or placement, are kept private and are shared only with necessary individuals working with the youth. There are short and definitive time frames set for record transfers and lack of records or a delay in receipt of records do not bar a student from enrolling in school (either in a placement school or a school in the community).

**9.5** - Whether in a short- or long-term placement, youth have trained transition coordinators and multi-disciplinary transition teams to help them re-enroll in their next school and obtain needed supports before and upon reentry. The transition coordinator ensures that youth receive appropriate school programming when transitioning between school settings, sit for appropriate exams, obtain a transcript reflecting credits awarded and academic mastery, and register for appropriate coursework.

**9.6** - Youth receive full or partial credit for coursework completed in prior school, or credit waivers for electives not required by state law, and youths' credits promptly transfer to a school or juvenile justice placement.

**9.7** - Youths' career/technical competencies and credentials are passed along to the subsequent school, which takes into account the youth's career interests and experience in making curricular and school placement decisions.

**9.8** - Youth required to change schools because of juvenile justice

involvement are allowed to participate in all academic, career/technical, and extracurricular programs upon reentry even if normal timelines have run or programs are full.

**9.9** - Youth are not barred from enrolling in school for a high school diploma even if they obtained their high school equivalency while in placement.

**9.10** - Youth are involved in an assessment of whether to return to their original school, and if it is not safe or appropriate for a student to return to their school of origin, placement staff assist with options and procedures to transfer to another school in the community.

**9.11** - Youth are immediately enrolled in an appropriate school or job training program after leaving a juvenile justice placement, with a right to return to their school of origin, and are not placed automatically in alternative disciplinary programs nor automatically placed in a cyber education program.

**9.12** - Youth with juvenile records are allowed equal access to neighborhood public schools, specific school programs, special admittance (e.g. "magnet"), and charter schools. Facility staff help youth complete school applications for the following year.

**9.13** - Youth re-entering the community have access to credit-bearing coursework, career/technical education, job training and other career pathways programs, with needed accommodation and supports.

**9.14** - Youth have a right to be enrolled in school and begin classes immediately and promptly receive all services required by IDEA or Section 504 when eligible.

**9.15** - Youth have the ability to receive a high school diploma when they satisfy mandatory state requirements even when they have attended multiple schools with varying local graduation requirements.

**9.16** - For students with IEPs, students' progress and continued need for intensive academic remediation post-release is documented and the school district provides these services post-release.

**9.17** - Youth in detention or whose placement time is intended to be short remain enrolled in their home school.



**GOAL 10: All marginalized youth – and particularly youth of color, youth with disabilities, girls, LGBT/gender expansive youth, English Language Learners, youth who are involved with both child welfare and juvenile justice systems, and those with intersectional identities – are educated in their home schools rather than being disproportionately assigned to juvenile justice placements, and receive the services, support and protections they need to address their unique barriers to educational success**

**2.5** - All youth, including youth with disabilities, youth of color, LGBT and gender expansive youth, and youth who are English Language Learners or limited English proficient, have mentors who are culturally competent to empower and support them and understand their strengths and unique barriers to educational success.

**6.1** - Youth attend schools free from discrimination based on race, sex, sexual orientation, gender presentation, national origin, language, disability or other characteristics and are educated in facilities that engage in data analysis and independent review to survey youth and assess programs to identify concerns and bias.

**6.2** - Youth are taught by staff who are trained in race positive, culturally competent, gender responsive, trauma-informed, strengths based and developmentally appropriate responses to behavior.

### Youth of color

**10.1** – Youth of color are offered programs and instruction free from racial or ethnic bias and individuals involved in youth's placement are vigilant about identifying and correcting bias that leads to disproportionate out of home placement of students of color.

### Youth with disabilities

**5.2** – Youth are assessed for special education needs early on, referred for an initial evaluation where necessary, provided with an immediate temporary IEP where necessary, and benefit from the development and implementation of a comprehensive IEP.

**5.6** - Youth with disabilities receive a free appropriate public education in the least restrictive environment, including needed special education and related services, transition planning and other supports through meaningful IEPs that are timely updated; developed with parent/family and youth input, and reflect the full range of services, accommodations and modifications necessary for academic progress.

**6.4** - Youth with disabilities are educated in a welcoming environment and are not segregated or excluded based on their disability or behavior that is a manifestation of their disability.

Youth with disabilities receive appropriate interventions to address any behavior that interferes with their access to education, whether a manifestation of their disability or not.

**7.7** - Youth with disabilities in juvenile justice placements are fully integrated and allowed full access to career pathways and career/technical education programs, with appropriate accommodations.

**9.16** - For students with IEPs, students' progress and continued need for intensive academic remediation post-release is documented and the school district provides these services post-release.

### English language learners

**1.8** - Youth who are English Language Learners and/or limited English proficient are educated in a welcoming environment and receive the supports they need to be effective self-advocates for their educational needs.

**4.6** - Youth who are English Language Learners and/or limited English proficient receive effective ESOL instruction and the modifications to curriculum and instruction to which they are legally entitled, and they and their families receive legally mandated interpretation and translation services.

**7.9** - Youth who are English Language Learners or limited English proficient receive appropriate interpretation and translation services, ESOL instruction and modifications in career/technical education programs and equal access to employment opportunities to which they are entitled under federal and state law.

### LGBT/gender expansive youth

**4.4** - Youth are permitted to participate in activities, programs and facilities consistent with their gender identity.

**6.8** - Youth are not segregated or discriminated against in a school setting based on their sexual orientation, gender identity or expression.

**10.2** - Youth identifying as LGBT/gender expansive, at particular risk for attempting suicide or engaging in self harm, are not punished with segregation or isolation that is harmful to their mental health and excludes them from educational opportunities.

### Girls

**7.3** - Youth have equal access to career/technical education programs regardless of gender.

### Youth also involved in the child welfare system

For goals and benchmarks specific to meeting the needs of children in foster care, please see:

[www.fostercareandeducation.org/AreasofFocus/BlueprintforChange.aspx](http://www.fostercareandeducation.org/AreasofFocus/BlueprintforChange.aspx)

# ND Communities Working Meetings

## Types of Facilities<sup>1</sup>

### Subpart 1

- **Neglected Institution** – An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children and youth who have been committed to the institution or voluntarily placed there under applicable state law due to (1) abandonment, (2) neglect, or (3) death of their parents/guardians. For Subpart 1 purposes, these facilities must have an average length of stay of 30 days.
- **Delinquent Institution** – An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Delinquent facilities include facilities for detention, juvenile corrections, and adult corrections. For Subpart 1 purposes, these facilities must have an average length of stay of 30 days.
- **Community Day Program** – A community day program is a regular program of instruction provided at a community day school operated specifically for neglected or delinquent children and youth.
- **Adult Correctional Institution** – A facility in which persons, including youth under 21 years of age, are confined as a result of conviction for a criminal offense.

### Subpart 2

- **Community Day Program** – A community day program is a regular program of instruction provided at a community day school operated specifically for neglected or delinquent children and youth.
- **Locally Operated Correctional Facility** – A facility in which persons are confined as a result of a conviction for a criminal offense, including persons under 21 years of age. The term also includes a local public or private institution and community day program or school not operated by the State that serves delinquent children and youth.

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<sup>1</sup> From (1) Subpart 3: Section 1432 of the statute (<https://neglected-delinquent.ed.gov/title-i-part-d-statute#sec1432>), and (2) NDTAC's TIPD Glossary (<https://neglected-delinquent.ed.gov/title-i-part-d-glossary>)

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